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ABSTRACT

The development of postsecondary programs for the deaf and hard of hearing is considered through a review of the recent literature and analysis of a comprehensive model for establishing programs in regular postsecondary education institutions. For almost a century, Gallaudet College in Washington, DC, was the only postsecondary education institution for hearing impaired individuals in the United States, but in the 1960s a small number of postsecondary institutions began providing special services for the deaf. In late 1971 higher education had begun to integrate hearing impaired students into regular programs and facilities. Services that can be provided to deaf students include: special classes, interpreters, tutoring services, notetaking services, vocational development and placement services, personal counseling services, social/cultural services, speech and hearing services, and manual communication training for students and instructors. The comprehensive model refers to the following services or components: survival (extensive college orientation); counseling on admissions, registration, academic planning, and college rules and regulations; improving communication through access to clinical services in the areas of speech, learning, language, speech reading, and communication; personal interpreters to aid the deaf student in bridging the communication gap during lectures, discussion, and other classroom situations; tutoring to follow up on the classroom experience; and inservice education to familiarize the faculty, staff, students, and the surrounding community with the presence, needs, and problems of deaf students. (SW)

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Post Secondary Programming for Hearing Impaired Students

This discussion is presented in two basic parts: a) a review of the recent literature specific to post secondary programs serving the hearing impaired population and b) the presentation of a comprehensive model for establishing new programs for hearing impaired students in regular post secondary institutions.

INTRODUCTION

Our society is changing in response to the needs of the disabled. Public buildings and transportation systems are undergoing modifications to enable usage by the physically disabled. Advocacy groups, legislative action and consumer groups have contributed to the increased awareness of the disabled population. Of all the areas in our social structure, the educational system may have felt the greatest impact. As a result of an increased awareness, the educational system is also attempting to determine effective procedures necessary to meet the needs of the disabled students. Public Law 94-142, the Education of All Handicapped Children Act, has irreversibly changed the type of service that all public schools provide to the handicapped student population. Special programs within the "mainstream" setting for disabled students on the post secondary level have also increased during the past several years due principally to Section 504 of the Rehabilitation Act of 1973.

It is the purpose of this paper to examine the development of post secondary programs for one specific population, the deaf and hard of hearing. For the purpose of this discussion the following definitions of the hearing impaired will be used:

Hearing Impaired: There are two types of hearing impairment to be considered. They are:

Hard of Hearing: Those students whose hearing is impaired to the extent that language, social, and/or academic development is restricted to a significant degree educationally, but who are *not* eligible for placement in classes for the deaf. Generally, students who are eligible for placement in classrooms for the hard of hearing exhibit hearing loss in a range from 40db to 60db (ISO). In many instances student will exhibit a mild hearing loss of 25 db to 40 db (ISO), and such students may profit from preferential seating in the classroom with teacher assistance.

Deaf: Those students with no hearing or limited residual hearing sensitivity which is not sufficient to enable understanding of spoken language nor to develop language successfully even with a hearing aid without specialized instruction (Missouri DESE definition).

POST SECONDARY PROGRAMS

In the past, many hearing impaired and deaf high school graduates entered the world of work because post secondary education was not a viable or an available option (Maruggi, 1972; Castle, 1978). That trend is reversing as indicated by the recent rise in the hearing impaired college population (Bevilacqua and Osterlink, 1979). This is due in part to the response by elementary and secondary education which has provided early intervention programs, assistance and training for parents, an earlier emphasis on academics and an enriched curriculum which includes supportive services in the areas of audiology, speech therapy, psychological evaluation and counseling (Boukouvalas and Gay, 1979).

Specialized Institutions

For almost a century, hearing impaired individuals in the United States seeking post secondary education had only one choice of an institution that made provision for special services: Gallaudet College in Washington, DC. (Gallaudet College Catalog, 1976).

In the sixties the situation began to change as a small number of post secondary institutions began providing special services for deaf youth (Rawlings and Trybus, 1976). The National Technical Institute for the Deaf (NTID) was established by Public Law 89 - 36 in 1965. Late in 1966, Rochester Institute of Technology (RIT) was selecting as the sponsoring institution for NTID because of their commitment to career education and the availability of technically oriented employment on the post secondary level for deaf students (Maruggi, 1972, RIT Bulletin, 1978).

Integrated and Mainstreamed Programs - Historical Context

By late 1971 higher education had begun to respond to the needs of the hearing student in other than a specialized setting. The number of post secondary programs had grown to such an extent that program administrators met to discuss their mutual concerns and interest. This group, the Council of Executives of American Schools for the Deaf, charged the National Technical Institute for the Deaf (NTID) with the job of compiling a list of these new programs and information about each of them (CEASD, 1973).

The outgrowth of this initial collection of information was the 1973 publication, *A Guide to College/Career Programs for Deaf Students* (Stuckless and DelGado, 1973). The publication was updated in 1975 and 1978 (Rawlings, Trybus, and Biser, 1978). The cataloged information provides the state of the art relative to mainstreamed post secondary programs in the United States serving hearing impaired students.

Existing Programs - Characteristics. Community college and universities can serve the hearing impaired within regular programs and facilities, but to provide equal and meaningful educational experiences they must make the necessary support services available. As of 1978, 55 community colleges and universities in the U. S. were providing hearing impaired students with post secondary education (Rawlings, Trybus, and Biser, 1978).

Existing Programs - Distribution. As indicated on the map in Figure 1, the 55 programs identified by Rawlings, Trybus, and Biser (1978) are located in 31 states and the District of Columbia. The Northeast has 8 programs, the South 11, the Midwest 13, the Southwest 8, and the West 15. California has the largest number of programs with 9.

Figure 1: Geographic Distribution of Post Secondary Programs for Deaf Students
(adapted from Rawlings and Trybus, 1976)

Existing Programs - Special Services. The unique characteristics of all of these programs is that they provide special services to meet the educational needs of the hearing impaired students. Harkins (1978) reported four services most necessary for the success of the hearing impaired student. These included, in order of importance, interpreting, tutorial, and counseling support and notetaking services.

Not all of the 55 programs offer the same kinds of services to their students (Rawlings, Trybus, and Biser, 1978). Thirty-six schools indicated that they coordinated a prep program for incoming deaf students. Fifteen programs reported that they did not have a special preparatory services and four indicated they offered orientation. The scope and content of the prep programs required that the students attend the preparatory program; in other instances attendance was an option left to the discretion of the student and faculty. The duration of the prep programs ranged from a few days to one year in length.

Table 2 provides additional information relative to the availability of 12 other special services considered important by the Council of Executives of American School for the Deaf (CEASD, 1973). They include: special classes for deaf students; interpreters in regular classes; tutoring services; notetaking services; social/cultural services; vocational placement services; speech and hearing services; manual communication training for deaf students; manual communication training for instructors and supervised housing.

These services are designed to provide deaf students with a range of options necessary for success.

- **Special classes** for deaf students include specifically designed program related courses taught by instructors skilled in manual as well as oral communication.
- **Interpreters** in regular classes are available in classes where the instructor is not skilled in manual communication.
- **Tutoring services** are provided, as needed, whenever deaf students require content based support.
- **Notetaking services** are made available to assure that deaf students are provided with a set of notes for each class.
- **Vocational development services** include vocational assessment, information, and counseling.
- **Personal counseling services** are available to deaf students and are provided by personnel trained in counseling and skilled in manual communication.
- **Social/cultural services** are events and activities specifically targeted for deaf students.
- **Vocational placement services** include placement activities, pre-employment counseling and instruction, employer-contacts, and post employment follow-up.
- **Speech and hearing services** are responsible for diagnosing the communication abilities of entering deaf students and providing appropriate developmental strategies.
- **Manual communication training** for deaf students provides instruction in sign language to those students who need to develop or improve their manual communication skills.
- **Manual communication training for instructors** consists of classes in manual communication available to all instructors who regularly teach deaf students without the aid of an interpreter.
- **Supervised housing** consists of room and board provided for deaf students (Rawlings, Trybus, and Biser, 1978).

It is interesting to note in Table 2 that the sources most frequently provided include interpreting (54), tutoring (52), counseling (51), vocational development (49), and notetaking (48). With the exception of vocational development, these confirm Harkins' (1978) findings cited earlier in this paper.

PROGRAM MODELS

It is evident from the brief review of current programs that multi component services are evolving. Accordingly, in this section the term "model" refers to a group of supportive services or components that facilitate a realistic and meaningful post secondary educational opportunity for the hearing impaired student. Successful programs provide for the integration of the deaf student within campus life and most frequently include counseling, notetaking, interpreting and tutorial services (Harkins, 1978).

The model suggested here has been derived from programs operating in North Carolina (Boukouvalas and Gay, 1979), and Nebraska (Bevilacqua and Osterlink, 1979). It is an appropriate model for institutions considering the implementation of support services for the hearing impaired. It includes the components noted by Harkins (1978) as well as several additional services. In total the model includes: survival, counseling, communication, interpreting, tutoring and faculty inservice components.

1. **The survival component** is designed to provide extensive college/university orientation to the hearing impaired student. It is anticipated that this would eliminate the frustration experienced by the student when confused by the multitude of branches of the university system.

2. **The counseling component** is supplementary to the formal academic or program planning counseling by each students' academic advisor. The function of these counseling services is to provide information to the student on administrative procedures i.e. admissions, registration, academic planning, as well as university rules and regulations. An additional part of these services involves the counseling needed to accelerate the student into the social life of the campus and student organizations.

Table 2:
Availability of special services for the deaf in post secondary programs, 1978.

Special Services Coordinated by Programs for the Deaf	Total	Number of Programs: Services Available	Services Not Available	Info Not Reported
Special Classes for Deaf Students	55	34	—	1
Interpreters in Regular Classes	55	54	—	1
Tutoring Services	55	52	3	—
Notetaking Services	55	48	7	—
Vocational Development Services	55	49	6	—
Personal Counseling Services	55	51	4	—
Social/Cultural Activities	55	43	12	—
Vocational Placement Services	55	33	22	—
Speech and Hearing Services	55	25	30	—
Manual Communication Training for Deaf Students	55	45	10	—
Manual Communication Training for Instructors	55	43	12	—
Supervised Housing	55	20	35	—

(adapted from Rawlings and Trybus, 1976)

3. **The communication component** is designed to assist the student in improving existing communicative skills through access to clinical services in the areas of speech, learning, language, speech reading and communication. These services are necessary to assist the student in maintaining existing communicative skills as well as developing new ones. A sub-portion of this component consists of the process of instituting standardized technical sign vocabulary encountered in the college or university setting. The program of sign standardization eliminates the confusion that can be created by individual interpreters.

4. **The interpreting component** provides personal interpreters to aid the deaf student in bridging the communication gap in the academic environment during instructional lectures, discussion groups, and other situations within the classroom.

5. **The tutoring component** dovetails with the interpreting component to follow up on the classroom experience. It includes afterclass debriefing to review the classroom instruction and further clarify difficult points. This involves both the instruction presented and the interpretation itself. Formal tutoring is established to provide additional information on main concepts, educational terminology, or text book assignments. Other skills to be developed include notetaking, study skills and test taking procedures.

6. **The inservice component** is designed to familiarize the faculty, staff, students, and the surrounding community with the presence, needs, and problems of deaf students. The common belief of most persons regarding the mainstreaming process of deaf students into the post secondary environment is that specialized support services alone will provide them with the assistance needed. It is the objective of this component to

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inform, educate, and provide specific practical suggestions that will assist college/university personnel in facilitating the integration of deaf students into the university system.

This model differs from those previously mentioned in two important areas: survival and inservice. The value of the survival component rests with its intent to provide the hearing impaired student with a clear understanding of the university (bureaucratic) system, thereby eliminating much of the hidden adenda. The strength of the inservice component is in its attempt to provide information and broaden the attitudes held by the college/university faculty, students and staff towards the hearing impaired. The model seeks to strengthen the students skills, self concept and adaptability while simultaneously informing and developing attitudes held by the entire post secondary community.

CONCLUSION

The task of college and university personnel in facilitating the successful integration of deaf students into regular colleges is not an easy one. However, it is one that must be undertaken and pursued for two reasons. First, that handicapped individuals must have equal access to educational facilities. Secondly, and more importantly, the hearing impaired have the right to benefit from the academic and social opportunities available at the post secondary level.

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